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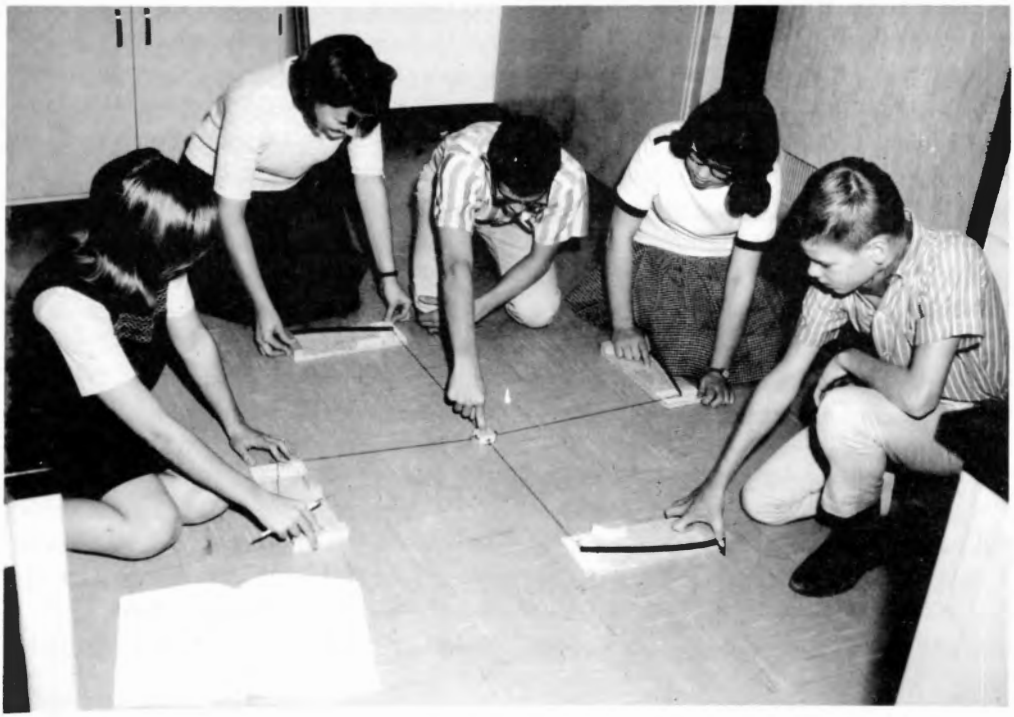
Children Using Force Measures to Find Out about Equilibrium (Photo)

tive activity, came at the level of our least understanding, the cellular and molecular levels. Many of you recall the time when protoplasm was described as being granular, reticular, or alveolar, and now we have organelle morphology! Cell contents and activity were concerns for massive investigation. This has come to mean the "New Biology".

But other segments of our science are also very new. Natural history became dignified as ecology, a field now enjoying a burst of activity. The study of evolution has become the "modern synthesis". A taxonomist now may spend his time in a chemical laboratory or at the console of a computer. Morphogenesis and behavior have emerged with new vigor and compounding amounts of information. All of these are part of the New Biology as well. It is striking that the more exciting discoveries have been from cross-disciplines. Breakthroughs in one field came from the laboratories of other fields; histologists became chemists, and physicists became geneticists.

Of course the New Biology is not actually unique; imagine the New Biology of Huxley in the years after Darwin or the ferment in our science



These children are using force measures to find out about equilibrium. They are in the junior high school at Williamsburg, Iowa. The students, (clockwise) are Linda Dougherty, Jo Ann Collingwood, Mike Malloy, Marian Giles, and David Engel. The Williamsburg Schools are cooperating with the Florida State Curriculum Project, which is developing new teaching materials for junior high science programs.